Name: Rachel Fischhoff Grade: 5 Date: 4/23/2012

Chapter 10: Tensions Building

|  |
| --- |
| Lesson Sources: Social Studies Alive, TCI |
| Lesson Objectives: Students will consider who has power and how that relates to the decisions made by British authorities and colonists in the late 1700s. |
| Standards: |
| Multicultural Content: Consideration of power/hierarchy in past—links to present? |
| Materials and Advanced Preparation: SmartBoard |
| Prior Knowledge and Skills Needed: working knowledge of colonization, some law-making processes |
| Key/New Vocabulary: colonist, proclamation, act |

Lesson Procedure: Part One

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Historians, last week we started looking at some of the things that happened between British authorities and colonists in the 1700s. * We know that the relationship is getting tense. * Today we will find out what kinds of decisions British authorities were making, and why colonists disagreed. | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * Historians are interested in who has power—who gets to make decisions? Who doesn’t get to make decisions? How do people make their voices heard, even when they don’t have decision making power? * Today we are going to keep those questions in mind while we learn about some of the conflicts that led to colonists frustration with the British in the 1700s. * One conflict was the French and Indian War. British soldiers—and colonists already living on this continent—fought against the French army, and Native American allies, to win land in the Ohio River Valley. Britain won, but they spent so much money, they were left with a lot of debt. * In this case, Great Britain had all of the decision-making power. They decided to go to war, and to have colonists help fight. However, colonists agreed with this decision—they wanted more land, too. * Next came the Proclamation of 1763. After fighting for all this new land in the war, colonists wanted to move west. But, Native Americans who were already living in those areas disagreed and fought back. When Great Britain tried to solve the problem by forbidding colonists to move, lots of colonists ignored the Proclamation and moved west anyway. Here, Great Britain had all the decision-making power. Colonists disagreed—they wanted to move. They showed their disagreement by * Quickly talk through Quartering act | * Active listening * Talking back to my assessments. | * Some participation |
|  | **3. Have-A-Go (optional)**  Boston Massacre: tell the story of the night  T&T—Who had power? who disagreed? What did they do about it? | * Partner talk—how to analyze this event in previously set up framework | * Listening in * Facilitating share out |
| **Anticipated Responses/Outcomes:**   * This one is a complicated event—who had power that night? And after? * Might be worth steering conversation toward “what is power?” “how can we recognize power in history?” | | | |
|  | **4. The Link**  Today you will be reading about Stamp Act, Boston Tea Party, and Intolerable Acts—reading to find out *who had power*, *who disagreed*, and *how they reacted.* | **(Workshop Time)**   * Reading through remaining sections w/table group—fill out graphic org. |  |
|  | **5. Closing (at the share)**  If time, read further to learn about King George and his reactions  Review: who has power? who disagrees? What can colonists do to talk back to power—record thinking in slides  Make predictions—what might happen next? | * Review ideas * Predictions | * Review work that we did today |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Stamp Act (1765)**

What happened?

Who had power?

Who disagreed?

What did they do about it?

**Boston Tea Party (1773)**

What happened?

Who had power?

Who disagreed?

What did they do about it?

**The Intolerable Acts (1777)**

What happened?

Who had power?

Who disagreed?

What did they do about it?